Swan View
SENIOR HIGH SCHOOL



Business Plan

2024 - 2026

Learning *for* Living

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Acknowledgement of Country

We acknowledge the Whadjuk Noongar people, and we pay respect to the past, present, and future Traditional Custodians and Elders of this nation and the continuation of cultural, spiritual, and educational practices of Aboriginal and Torres Strait Islander peoples.

Whadjuk Ancestors have walked this country and we acknowledge their special and unique place in our nation's historical, cultural, and linguistic identity.



Cover Image: Kevin Ing, Ben Borg, Alana Agostino, Caitlin Henry.

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School Context

Swan View Senior High School opened on 7 February 1977 as Swan View High School enrolling students in Years 8 and 9. In 1985, the School became a Senior High School, enrolling students in Years 8 – 12.

The School is located in the eastern suburb of Swan View. It is approximately 25 kilometres from the Perth central business district in the Perth Hills on the edge of the Darling Scarp, just to the west of the John Forrest National Park.

Swan View Senior High School serves all or parts of the following suburbs: Bellevue, Darlington, Greenmount, Jane Brook, Koongamia, Midvale, Middle Swan, Stratton, and Swan View.

In 2015, the School welcomed Year 7 students as the first year in secondary school. Today, the School is a Years 7 – 12 campus offering academic programs across the eight Learning Areas, including: The Arts, English, Health and Physical Education, Humanities, Language and Social Sciences, Mathematics, Science, and Technologies. Students graduating from Swan View are not only well equipped for enrolment in tertiary courses at University or at TAFE, but also for coping with the demands that employment places upon them if they choose to go out into the world of work.

The School has benefited from the inclusion of an Integrated Education Support Centre since 2018. The Centre caters to students with special needs who require low to medium levels of support. The Centre prides itself on supporting the individual needs of students through their wellbeing, academic, social and emotional growth.

Our School has a culturally diverse student population made up of 26% Aboriginal and Torres Strait Islander students and 10% from other cultural backgrounds. We are proud of our partnership with our Noongar community and the achievements of our Aboriginal students. There are many different languages spoken by our students at home including Aboriginal English, Akan, Arabic, Bemba, Farsi, Fijian, Fijian Hindi, Filipino, Hindi, Indonesian, Japanese, Noongar, Polish, Spanish, Tagalog, Te Reo Maori, Thai and Tongan.

Our Strategic Directions

Our Vision

We develop our students as confident learners who are resilient, respectful community members.

Our Aspiration

Swan View Senior High School will improve student outcomes in the Western Australian Certificate of Education (WACE) Achievement Rate from below like schools to at/above like school performance and improve student progress in National Assessment - Literacy and Numeracy (NAPLAN) and Online Literacy and Numeracy Assessment (OLNA).

Our Motto

Learning for Living.

Our Commitment

We have made a commitment to our community to go from strength to strength and provide valuable opportunities for all students.

Our Values

At Swan View Senior High School, we DARE. We DARE to be:

Diligent - Showing care and conscientiousness in our work or duties

Accountable - Being completely responsible and answerable for our decisions and actions

Respectful - Caring for the feelings, beliefs and values of others

Extraordinary - Going above and beyond

Our Future

The future of our School is an exciting one. The School Business Plan 2024 - 2026 outlines our commitment to our school priorities of Teaching and Learning, Learning Environment, and School Leadership and Staff Development.

We believe a key purpose of our work is to contribute to the creation of responsible, productive and happy members of society. We have a responsibility to teach the behaviours that are most likely to lead to this success. This responsibility will be enacted through our commitment to the implementation of Positive Behaviour Support (PBS). PBS will provide us with an operational and decision-making framework to support the development of these skills.

Our Department endorsed Future Artists Mastering Expression (FAME) program, Swan View Clontarf Academy, Swan View Stars Foundation, Swan View Follow the Dream and school-based specialist programs such as Achieving Curriculum Excellence (ACE), the Duke of Edinburgh's International Award, Elite Basketball and Swan View Soccer Academy will continue to develop and expand to reflect student interest.

A review of programs will ensure greater alignment with workforce requirements and will focus on preparing our students for jobs that haven't been created yet through innovation, creativity and entrepreneurialism.

Our School Board and staff agree that quality education, support for families, community engagement and strong partnerships with post-school training providers will provide the strongest platform for students to scale new heights and build better futures.

Our Commitment to Improvement

We acknowledge the responsibility that comes along with being an Independent Public School. Creating the structures and environment for rigorous planning and school self-assessment is the foundation of school improvement.

The “School Self-Assessment Cycle” makes explicit the expectations relating to data use at all levels, and how data is used to inform particular planning and strategies. There are three questions that guide our work and we ask frequently:

- What does the data tell us?
- Is this good enough?
- If it is, how do we sustain the success?
- If not, what are we going to do about it?



Self-Assessment

Our school conducts rigorous self-assessment of our performance against the domains identified in the School Improvement and Accountability Framework.

These domains are:

- Relationships
- Leadership
- Learning environment
- Student achievement and progress
- Teaching Quality
- Use of resources

The *School Improvement and Accountability Framework* is structured around the following conceptual model.



The success of our students would be demonstrated in the student achievement and progress domain.

Supporting our Business Plan are our operational plans, staff professional development plans and quality teaching strategies.

As a school community we have identified three priority areas for this business plan.

- Teaching and Learning
- Learning Environment
- School Leadership and Staff Development.

Focus Areas and Strategies

Priority One: Teaching and Learning

Our focus: Developing and consolidating high quality classroom pedagogy and practice.

Our strategies to support this focus are:

- Developing and embedding teachers' understanding and practice of a range of direct instruction techniques and high impact teaching strategies through collaborative opportunities, coaching and mentoring by trained staff.
- Developing staff in the use of inclusive practices to cater for the learning needs of all students.
- Further develop staff capacity to use evidenced planning and data analysis to build the academic capacity of students.





Priority Two: Learning Environment

Our focus: Creating a positive and respectful learning environment to support student learning and engagement.

Our strategies to support this focus are:

- Evaluating and developing strategies related to response to intervention for engagement at school.
- Developing and supporting staff so they have the confidence and capacity to respectfully address student engagement and behaviour issues through a range of professional development opportunities.
- Identifying barriers preventing students from attending school and developing and implementing strategies for re-engagement.

Priority Three: School Leadership and Staff Development

Our focus: Developing, consolidating, and providing leadership opportunities within the school.

Our strategies to support this focus are:

- Providing opportunities for staff to develop their professional learning and practice in the area of leadership.
- Providing opportunities for professional development and learning for staff, who in turn, inform and mentor colleagues.
- Developing strategies to encourage student voice, including the development of student leaders.
- Providing opportunities for members of the School Community, such as the School Board, to develop expertise and confidence to deliver accountable leadership and governance in our school.



Our Improvement Targets



The percentage of students achieving the Western Australian Certificate of Education (WACE) will be equal to or above like schools.



The percentage of students meeting the Online Literacy and Numeracy Assessment (ONLA) will be equal to or above like schools by the end of Year 12.



The National Assessment Program - Literacy and Numeracy (NAPLAN) progress made by students from Year 7 to Year 9 will be equal to or above like schools.



The percentage of students in Year 9 NAPLAN (Numeracy, Reading and Writing) in the "Needs Additional Support" proficiency decreases each year.



The percentage of students with regular attendance increases each year.



The percentage of staff presenting professional learning at Staff Meetings and School Development Days increases each year.

We develop our students as confident learners who are resilient, respectful community members.

Swan View
SENIOR HIGH SCHOOL

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